



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2675 S. Palo Verde Blvd., Lake Havasu City, AZ 86403

Lake Havasu Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Katherine M. Cox
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 1908
 Web Address : www.havasu.k12.az.us/high-school/
 Phone Number : (928) 855-4011
 Fax Number : (928) 855-6179
 E-mail : kcox@havasu.k12.az.us

Mission

We are dedicated to maintaining a safe, orderly environment where teachers can teach and students can learn. We believe that high standards and a rigorous curriculum will give our students the opportunity to be successful in life. At LHHS we expect students to learn: to be accountable for their own actions, to develop and value the work ethic, to respect others, and to be responsible citizens in our democratic society. We enjoy high school students, and we work hard to help them be successful.

School / Academic Goals

- ü Students will show significant gains in reading, writing, and math as measured by the AIMS.
- ü All teachers will teach and reinforce reading, writing and math across the curriculum.
- ü Teachers will review their assessments to make sure items are aligned with the Arizona standards. They will review the results of their formative and summative assessments to get feedback about their effectiveness in teaching the state standards.
- ü Teachers will send parents a weekly e-mail progress report.

Enrollment

October 1, 2004 School Year Student Enrollment : 1885
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 7

Instructional Programs

- ü Honors and Dual Enrollment Classes
- ü On-site Special Education
- ü School to Work
- ü ELL
- ü Career & Technical Programs
- ü Early Start with Mohave Comm. College
- ü Round Table Program - alternative ed
- ü Peer Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/4/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

To ensure a safe, orderly environment that enhances the ability of students to learn; to provide a qualified and motivated staff who inspire students to appreciate the acquisition of knowledge; to inform parents of the progress of their students; to reinforce our parents by teaching attitudes and work habits that will contribute to an informed, responsible citizenry in our democratic society.

Parents

to provide for the basic needs of their children; to model the importance of education; to hold children accountable for their choices; to insist that their child not 'take the easy way out'; to help with homework; to support our discipline policies; to require students to attend classes; to contact the school to clarify questions and to stay informed about their child's progress; to show respect for staff members; to model good sportsmanship and civilized behavior at games and school events.

Transportation Policy

General transportation is not provided for secondary students. If noted in an IEP, exceptions are made. For more information, call 928-855-8279.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Outstanding Student Council in State - 17 Years	2002
ü VICA State Drafting Contest - 3 Gold, 3 Silver; 3 Bronze	2004
ü Math Olympics - 1st Place - Mohave County	2004
ü Highest Team Written Exam Ford AAA Auto Skills	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	461	461	69846	100	100	100	697	697	699	20	20	21	12	12	11	57	57	49	11	11	18
All Students (Prior Year)	485	485	65934	100	100	100	484	484	492	51	51	43	17	17	18	22	22	24	10	10	15
Female	223	223	34328	99	99	99	700	700	702	13	13	19	13	13	12	61	61	51	12	12	18
Male	238	238	35509	100	100	100	694	694	696	26	26	23	12	12	11	52	52	48	10	10	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	78	78	23363	100	100	100	682	682	680	38	38	32	12	12	16	44	44	45	6	6	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	366	366	36421	100	100	99	701	701	714	16	16	12	13	13	8	59	59	54	12	12	26
Students with Disabilities	47	47	7690	100	100	100	598	598	593	83	83	64	5	5	14	12	12	21	0	0	2
Students without Disabilities	414	414	62220	99	99	99	707	707	712	13	13	16	13	13	11	61	61	53	12	12	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	151	151	21421	97	97	92	687	687	686	33	33	35	14	14	15	49	49	43	4	4	7
Non-Economically Disadvantaged	310	310	48489	100	100	100	701	701	704	14	14	15	12	12	10	60	60	52	14	14	23

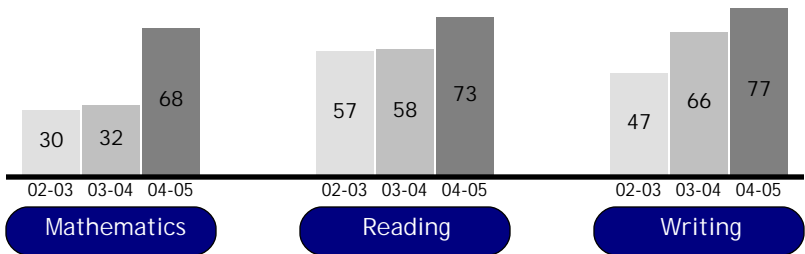
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	464	464	71311	100	100	100	696	696	694	5	5	7	22	22	21	66	66	63	7	7	9
All Students (Prior Year)	505	505	68162	100	100	100	507	507	509	13	13	18	29	29	24	51	51	51	7	7	8
Female	223	223	34899	100	100	100	703	703	700	2	2	5	18	18	19	72	72	66	7	7	10
Male	241	241	36430	100	100	100	689	689	688	7	7	9	26	26	22	59	59	61	7	7	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	75	75	24056	99	99	100	672	672	672	12	12	13	39	39	31	48	48	53	0	0	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	373	373	36841	100	100	99	702	702	713	3	3	3	20	20	12	68	68	72	9	9	13
Students with Disabilities	44	44	8021	100	100	100	594	594	590	21	21	27	63	63	42	16	16	29	0	0	1
Students without Disabilities	420	420	63379	100	100	100	706	706	707	3	3	5	18	18	18	71	71	68	8	8	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	152	152	22243	98	98	93	684	684	677	12	12	14	28	28	32	57	57	51	4	4	3
Non-Economically Disadvantaged	312	312	49157	100	100	100	701	701	702	2	2	4	19	19	16	70	70	69	9	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	463	463	70868	100	100	100	692	692	688	3	3	5	20	20	23	72	72	63	5	5	9
All Students (Prior Year)	511	511	67629	100	100	100	527	527	524	14	14	22	19	19	16	65	65	59	1	1	3
Female	222	222	34710	99	99	99	701	701	697	1	1	3	11	11	19	82	82	66	5	5	12
Male	241	241	36176	100	100	100	683	683	678	5	5	7	29	29	27	61	61	59	5	5	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	75	75	23868	99	99	100	677	677	670	8	8	9	33	33	33	59	59	55	0	0	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	372	372	36710	100	100	99	697	697	702	3	3	2	18	18	15	74	74	69	6	6	13
Students with Disabilities	44	44	7900	100	100	100	585	585	580	21	21	22	68	68	49	11	11	28	0	0	1
Students without Disabilities	419	419	63054	100	100	99	702	702	701	2	2	3	15	15	20	77	77	67	5	5	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	151	151	21994	97	97	92	683	683	673	7	7	10	26	26	36	65	65	52	1	1	3
Non-Economically Disadvantaged	312	312	48960	100	100	100	696	696	694	2	2	3	17	17	18	74	74	67	6	6	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	94	49	49	41	80	49	NA	42	97	48	48	51
	Language	98	47	47	42	82	47	47	42	97	47	47	50
	Mathematics	96	67	67	60	82	66	66	63	98	53	53	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Lake Havasu High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Issue of Modified Calendar
- Ü Parking Lot & Traffic Safety
- Ü Parent Satisfaction Survey
- Ü Student Safety

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.50	Teacher	87.00
Other Professional Staff	9.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	3	1	0
4 to 6 years	9	6	0	0
7 to 9 years	13	5	0	0
10 or more years	9	23	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	296
Teachers with Emergency Certificaton.	8
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Hightly Qualified Teachers	20%

Resources Available at School Site

Special Facilities

- Ü Industrial Technology Program
- Ü Drafting, Wood & Auto Shops/TV Studio
- Ü 6 computer labs
- Ü Career Center

Extracurricular Activities

- Ü Renaissance Club
- Ü SkillsUSA
- Ü National Honor Society
- Ü FBIA/DECA/FCCLA
- Ü A wide variety of clubs and activities
- Ü Band, choir, drama,
- Ü Student Government
- Ü Yearbook; newspaper

Social Services

- Ü Community-based Mentoring Program
- Ü Havasu for Youth Support Groups
- Ü Teacher/Student Mentoring
- Ü Job Placement Services & Job Shadowing
- Ü Student Assistance Program
- Ü Counseling Department
- Ü Homeless Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü PAWS: A Paragraph Writing Program improves students' ability with expository writing. PAWS has been implemented in all areas of the high school curriculum and now includes a five-paragraph essay that all students must write each quarter.
- ü A total of \$1.283 million in scholarships was awarded to members of the graduating class of 2005 from the military, the community, universities and out of state sources.
- ü 73% of our sophomores met or exceeded the standard on the reading portion of the 2005 spring AIMS, with 72% meeting and exceeding in math and 78% meeting and exceeding in writing.
- ü Our 2005 ACT and SAT scores were above the national average in reading and math.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	88	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	6	0	1	6
Status Unknown ¹¹	2	0	1	4
Graduation Rate ¹²	83	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A safe and orderly climate for learning is promoted through a clearly defined discipline policy. A School Resource Officer, a School Safety Officer, 2 part-time security officers and a tobacco prevention specialist are on campus. The school trespassing law is vigorously enforced. The campus is closed for lunch. Furthermore, the addition of a standardized shirt has contributed greatly to our having a safe campus.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

37

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Katherine M. Cox	(928) 855-4011
Transportation Policy	Ron Nelson	(928) 855-8279
Community Resources	Katherine M. Cox	(928) 855-4011
School Nutrition Programs	Bill Hurter	(928) 855-5121
Parent Organization		
Student Health/Nurse	Judy Eide	(928) 855-4011

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 25 Copies = \$10.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.